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ABSTRACT

Five Pennsylvania schools of education formed a committee for the purpose of sharing their experiences in incorporating mainstreaming concepts into teacher preparation programs. This report documents their most successful efforts in pre- and inservice training. The first section presents the background of the Deans' Projects and offers guidelines for programs designed to train teachers to work with handicapped students. Eleven mainstreaming competencies for teachers are set forth in the second section. Section three contains a bibliography of publications, references, and resource materials that the members of the committee found useful. In section four, selected outcomes of the five projects are described. The activities and courses are in the areas of community education, competencies, communications, materials development, and resource centers. The names of each of the five participating schools are listed in the fifth section with brief project descriptions, and the name of the contact person. (JD)

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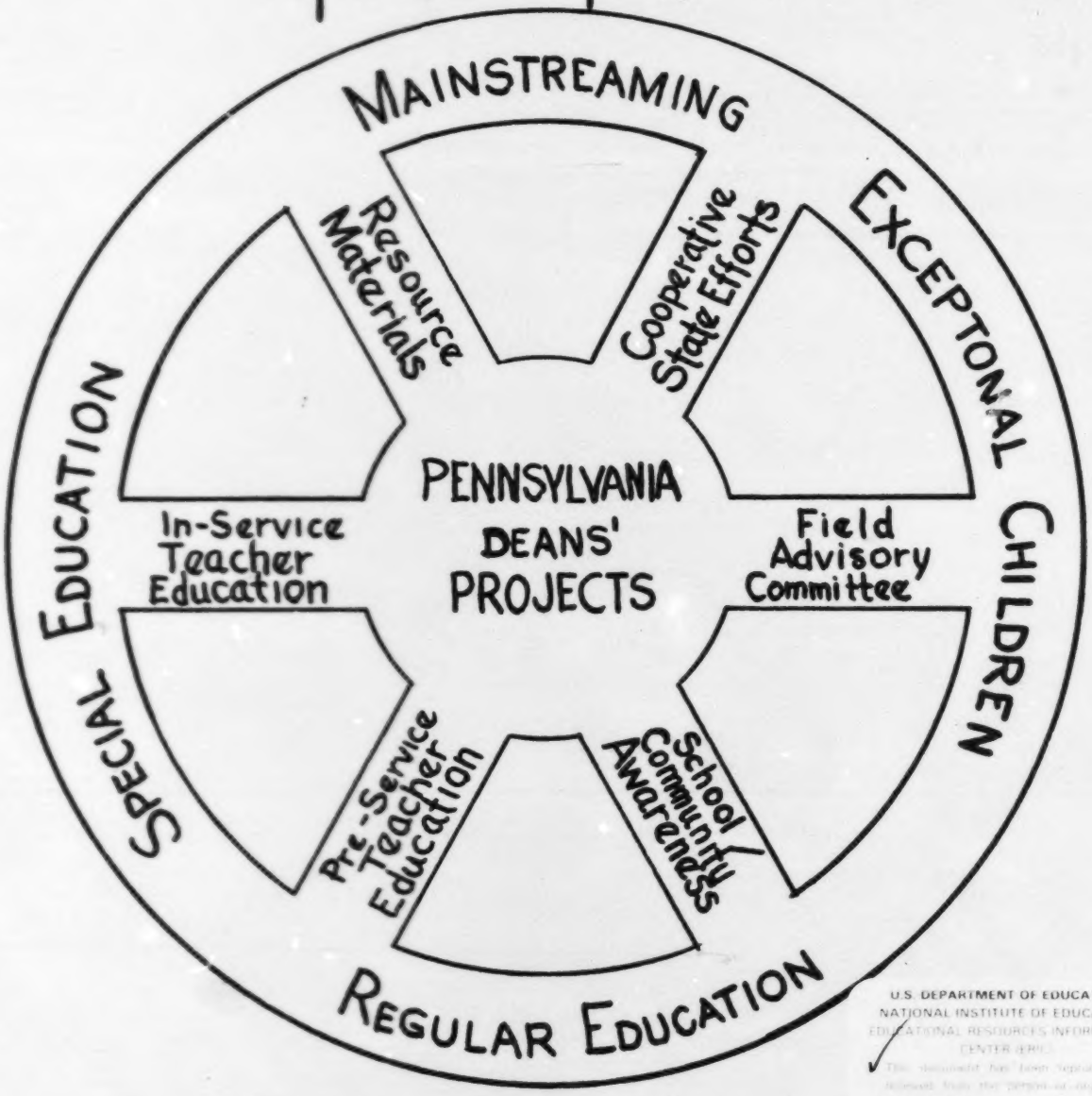

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July 1978

Pennsylvania Deans Project

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TEACHER EDUCATION AND MAINSTREAMING

Special Report

Pennsylvania Deans' Projects

Editors:

Marjorie E. Ward
James R. Flynn
Constance L. Hunter
Jack L. Livingston
Robert F. Neuhard
Richard L. Shick
John Mel Washington

July, 1978
The Pennsylvania State University

This Special Report was prepared pursuant to Grants from the United States Office of Education (USOE), Bureau of Education for the Handicapped, Division of Personnel Preparation; however, the opinions expressed herein do not necessarily reflect the position or policy of USOE, and no official endorsement by USOE is intended.

The Pennsylvania State University
1978

FOREWORD

Handicapped children are not a new phenomenon in America's classrooms. We are discovering that unusual or atypical behavior may have a rational basis in the mental and physical development of children. In earlier days it was common for teachers to ascribe learning problems to inherited traits. Comments such as, "I had his older brother in my third grade class, and he was just like that," were frequently heard. Teacher training has of course come a long way since children were stuck with "family" as an educational diagnosis. Although knowledge about children's mental and physical functioning has increased rapidly in the last three decades it is clear that this knowledge cannot be brought to bear on the developmental needs of the handicapped unless the nation's 1.25 million elementary teachers are enlisted in the effort. Not only do we have to retrain our current cadre of teachers but we must incorporate information about recognizing and teaching the handicapped into the preservice preparation of teachers. This is precisely the goal of the 85 Deans' Projects funded by The Bureau of Education for the Handicapped, U. S. Office of Education (BEH) beginning in 1975.

Five BEH grantees of the 87 teacher training institutions in Pennsylvania[1] decided to form a consortium for the purpose of sharing successes and failures as each pursued varied efforts to incorporate mainstreaming concepts into undergraduate teacher preparation programs. This report documents the efforts which in the judgment of the investigators at each institution represented the best of their collective achievement. Some of the serendipitous side effects included a new respect for each other as professional teacher trainers and the opportunity to work cooperatively with a powerful state-wide advisory committee. We learned a lot from them about the depth of the public's interest in the appropriate education of handicapped children. We believe that this consortium of Pennsylvania insitutions is unique in the experience of higher education institutions seeking to change themselves to meet new social demands.

Harold E. Mitzel
July 25, 1978

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[1]Duquesne University, Edinboro State College, Lock Haven State College, Mansfield State College and The Pennsylvania State University.

PREFACE AND ACKNOWLEDGMENTS

This Special Report of the Pennsylvania Deans' Projects on teacher education and mainstreaming funded by the Division of Personnel Preparation, Bureau of Education for the Handicapped (BEH), United States Office of Education (USOE), is a revised edition of an earlier report entitled Pilot Model: Pennsylvania Deans' Projects distributed in September of 1977. It is the result of the cooperation of personnel from five Pennsylvania colleges and universities during the past three years.

The Report constitutes a resource handbook on teacher education and mainstreaming. It should provide useful information for practitioners at both pre-service and in-service levels of teaching as well as for faculty members in colleges of education concerned about mandates in P.L. 94-142 and trends in mainstreaming handicapped children. The contents cover Project background, teacher competencies, resources and activities to develop competencies, Project results, and contact personnel in Pennsylvania, the latter ready and willing to be called upon to help others involved in teacher education programs.

The editors wish to acknowledge the support and cooperation of the deans of the colleges of education at Duquesne University, Edinboro State College, Lock Haven State College, Mansfield State College, and The Pennsylvania State University. In particular, we would like to thank Harold E. Mitzel, Associate Dean of Research and Graduate Studies, College of Education, Penn State University, for his assistance and support as Liaison Dean for the Pennsylvania/New Jersey Region. Without his efforts this Special Report would not have become a reality.

Appreciation is also extended to the United States Office of Education, Bureau of Education for the Handicapped, Division of Personnel Preparation, for making possible the grant awards to fund these Deans' Projects. The advice and counsel of the Pennsylvania Deans' Projects External Advisory Committee have been quite helpful, too, in bringing this Report to fruition.

A special word of thanks goes to the graduate students who have given their time and energy to the Projects with little reward except the promise of "another valuable experience."

Although the five Projects out of which this Report comes were funded by BEH/USOE, the information and opinions expressed herein are those of the editors and should not be construed as having been endorsed by anyone but the editors.

The Editors

Marjorie E. Ward
James R. Flynn
Constance L. Hunter
Jack L. Livingston
Robert F. Neuhard
Richard L. Shick
John Mel Washington

TEACHER EDUCATION AND MAINSTREAMING
SPECIAL REPORT

Pennsylvania Deans' Projects

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SECTION ONE. Introduction

In the last twenty-five years more and more concern has surfaced about both the quantity and the quality of education programs available to the approximately eight million school children in this country who require special education services. This concern has been translated into federal, state, and local action to move these children into appropriate school programs in the least restrictive environment. No small influence on much recent activity has been the provisions contained within the Education of All Handicapped Children Act of 1975, frequently referred to by its congressional identification as P.L. 94-142, and the federal regulations drawn up to implement provisions of the Act.

As a result, many more classroom teachers are facing the challenge of designing and carrying out instructional programs for children who demonstrate a wide range of inter- and intra-individual differences. Until recently, support for these regular classroom teachers has not been common, either at the pre- or in-service level. Evidence has quickly piled up to strengthen the idea that something should be done to assist regular school personnel meet the needs of handicapped children who enter the instructional and social milieu of the regular class.

Recognizing this need for specialized preparation for regular education personnel who work with handicapped children, the United States Office of Education (USOE) identified as a major objective the assurance that each handicapped child will have teachers or other

competent resource persons equipped with the skills required to aid the child in reaching his full potential when appropriately placed in regular classes. To help achieve that objective, the Bureau of Education for the Handicapped (BEH) within the USOE in 1975 funded fifty-nine special projects in thirty-one states, Washington, D. C., and the Territory of Samoa. The next year eight new projects were added, and the following year nineteen. The major purpose of all these projects, commonly referred to as Deans' Projects because deans of colleges of education were to serve as project directors, was to make possible the development of specialized preparation for regular education personnel who could then provide effective educational services for handicapped children in regular classrooms.

In Pennsylvania, Deans' Projects were funded by BEH at Duquesne University, Edinboro State College, Lock Haven State College, Mansfield State College, and The Pennsylvania State University. The 1977-78 fiscal year brought to a close the three-year cycle for which the original Deans' Projects proposals had been written and approved.

Although each of the five Projects has had its own plan and focus during the past three years, personnel from all the Projects have also worked together on various activities and have met regularly with what has become known as the Pennsylvania Deans' Projects External Advisory Committee. Since all of the Projects had from the beginning proposed to establish advisory committees, formation of one state-wide advisory committee seemed to be an efficient way to use the professional time of the committee members and to cultivate ideas which could benefit all Project personnel and operations. Committee members, whose names are listed in Appendix A, were selected to represent classroom teachers,

school principals and administrators, parents of handicapped children, and the Pennsylvania Department of Education (PDE).

Representatives from the five Pennsylvania Projects have met five times during the last three years with members of the Advisory Committee. At the conclusion of each meeting the Advisory Committee has prepared a set of recommendations in response to the policies, plans, and procedures proposed by each Project. Recommendations have ranged from specific activities to content for courses and goals to enlarge the scope of all the Projects. Several themes run throughout the five sets of recommendations and might be summarized as guidelines which could benefit any teacher training program concerned with preparing professionals to work with handicapped children in regular school settings.

Guidelines for Teacher Education Programs

1. Specify competencies, match instructional activities directly to those competencies, and describe procedures for evaluation to determine mastery of competencies.

2. Build in experiences with children as early as possible for students in training programs.

3. In some manner recognize and deal with attitudes of teachers and ways teachers might influence attitudes of children, both handicapped and non-handicapped, and parents.

4. Consider ways to assist school district personnel in addition to classroom teachers, particularly those in vocational education and administration, develop skills to work effectively with handicapped children.

5. Look at needs of teacher education faculties and plan inservice programs to keep them informed and up to date regarding litigation, legislation, state regulations, teacher certification standards, and program approval standards. Consider possibility of program revisions or modifications to assure presentation of a coherent program for students.

6. Regard programs which integrate handicapped and normal children as part of a continuum of program options, not as a replacement of special education.

In response to the Advisory Committee request to agree upon a set of general competencies for regular education teachers, Project representatives compiled a set of broadly stated competencies encompassing knowledge and skills which should help regular classroom teachers plan and carry out appropriate instructional programs for handicapped children in their classes. These general competencies include statements about what regular teachers need to know as well as statements about skills teachers need to demonstrate. The competencies along with activities and resources to enable students to master those competencies are described in Sections Two and Three.

The purpose of the sections which follow is to present what the five Pennsylvania Deans' Projects have learned that might assist other teacher education programs train teachers to work successfully with the exceptional children in their classes. We who have struggled together during the past three years with this same purpose in mind have found our time well spent and our joint meetings mutually beneficial. Our investment of time and energy will be even more worthwhile if what we have reported here leads to a greater sensitivity to the emerging special education/regular education partnership, to the development of coherent yet flexible teacher preparation programs, and ultimately to the provision of more appropriate educational programs for handicapped children.

SECTION TWO. Competencies for Regular Educators Working with Exceptional Children

According to State Board of Education Regulations (Commonwealth of Pennsylvania, 1975), Mainstreaming is defined and mandated as follows:

Mainstreaming Definition

> An educational process of maintaining or returning exceptional persons who can best profit from such placement to the regular education classroom, with all needed supportive services being provided in accordance with the nature of the placement.

Mainstreaming Mandate

> (a) Intermediate units and school districts shall mainstream those exceptional persons who can profit by an appropriate program of education and/or training in a regular class.
>
> (b) When mainstreaming is recommended, specific supportive services, including staff orientation, necessary for appropriate education and/or training of persons placed in the mainstream shall be provided in accordance with the nature of the placement.

The Pennsylvania Department of Education Standards for Approval of Teacher Certification Programs contain eight general standards used in evaluating teacher education programs for program approval. Graduates of approved programs receive Level I certification and are then eligible to be hired to teach in the public schools of the Commonwealth. Standard VIII-(a) has direct bearing on preparation of teachers to work with children with special needs.

Standard VIII

> Among those role competencies published by the institution, the following shall be included and shall be appropriate to the area of certification. Each certification candidate shall demonstrate the ability to:
>
> (a) apply theory and research concerning the development, behavior and learning of children including those with exceptional characteristics and/or special needs.

The implications of these statements for pre-service and in-service teacher education programs are obvious and, of course, have influenced the design and development of the Pennsylvania Deans' Projects.

The Projects have worked in diverse ways to train regular educators to become more skilled in the management of instruction of children with special needs who are placed in regular school settings. A common goal for the Projects, however, has been to synthesize and develop professional competencies for regular education teachers. As a result of the three years of cooperative work, a set of eleven competencies was agreed upon. They are presented here not as definitive statements but rather as starting points for persons interested in looking at their own programs and skills.

Pennsylvania Deans' Projects
Mainstreaming Competencies for Regular Educators

In educational settings with exceptional children, the regular educator will be able to:

1. Demonstrate an understanding of the legal basis and implications of mainstreaming of exceptional children, with emphasis on The Education of All Handicapped Children Act of 1975 (P.L. 92-142).

2. Know and understand the characteristics of exceptional children.

3. Identify student behaviors that may indicate a need for special services.

4. Assess the educational needs of exceptional children to determine instructionally relevant objectives.

5. Create a classroom atmosphere conducive to accepting exceptional children.

6. Work with and understand the roles of resource personnel.

7. Demonstrate an ability to confer with and report to parents.

8. Demonstrate an ability to adapt instructional strategies to meet individual needs of exceptional children.

9. Demonstrate knowledge of the retrieval and the utilization of instructional materials.

10. Utilize appropriate methods of evaluating the educational progress of exceptional children.

11. Demonstrate working knowledge for participation in the Individualized Educational Program (IEP) process as it may occur in a given regular education setting.

SECTION THREE. References and Resources

Listed here are various publications, references, and resource materials that the Pennsylvania Deans' Projects have found useful in providing preservice, inservice, and related teacher education activities. There are many other resources that could be included here; however, the list has been limited to those items Project staff members have actually used or examined. These items are available from the vendors as well as from many local and regional resource centers and colleges or universities. The competencies to which each item is closely related are indicated for convenience.

COMPETENCIES

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x										
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	x	x		x			x			

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COMPETENCIES										
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COMPETENCIES

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COMPETENCIES

1	2	3	4	5	6	7	8	9	10	11
x	x	x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x	x	
x	x	x	x	x	x	x	x	x	x	
x	x	x	x	x	x	x	x	x	x	x
	x	x	x	x						
x	x	x	x	x	x	x	x	x	x	x
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x	x	x	x	x	x	x	x	x	x	
	x	x								
						x				

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COMPETENCIES

1	2	3	4	5	6	7	8	9	10	11
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	x	x	x	x	x	x	x	x	x	
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	x	x								
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	x	x	x	x	x	x	x	x	x	x
			x				x			

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COMPETENCIES

1	2	3	4	5	6	7	8	9	10	11
x										x
		x		x	x	x				
	x				x					
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x	x	x								
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	x		x	x	x		x			
	x		x	x			x			
	x		x	x			x			
	x									

MEDIA

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COMPETENCIES

1	2	3	4	5	6	7	8	9	10	11
	x									
x	x	x	x	x	x	x	x	x	x	
x	x	x	x	x	x	x	x	x	x	
			x			x	x	x	x	
						x				
x	x	x	x	x	x	x	x	x	x	
x										
		x	x	x						

MEDIA

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*The Leadership Training Institute/Special Education at the University of Minnesota is now the National Support Systems Project (NSSP) at the University of Minnesota. Materials published under the former name can be ordered from NSSP.

SECTION FOUR. Project Outcomes

Attention to evaluation design and procedure was an element of each of the Dean's Projects. As federally funded grant programs, it was a requirement that each Project give consideration to specific goals and objectives, effectiveness of Project procedures, and assessment and follow-up of participants. The five Pennsylvania Deans' Projects individually and collectively attempted in the third grant year to provide satisfactory approaches to evaluation.

A brief summary of evaluation efforts and plans included:

1. Each Dean's Project application had its own built-in evaluation plan which was a requirement in submitting the grant. Details on each Project's evaluation plan may be obtained by contacting the appropriate representatives.

2. The Advisory Committee which met regularly with the Deans' Projects steering committee gave reactions and made recommendations which were considered an important on-going form of process and procedure evaluation.

3. Representatives of the Pennsylvania Deans' Projects participated in the Bureau of Education for the Handicapped, Evaluation Training Consortium (ETC) Workshop for the Pennsylvania/Maryland region. At the workshop, participants were exposed to the Discrepancy Evaluation Model developed by ETC at the University of Virginia. The model involves the comparison of some performance with a predetermined standard and calls for the analysis of components to determine inputs, processes, and outputs.

4. Other evaluation procedures used in the various Dean's Projects included such approaches as attitudinal surveys on mainstreaming, needs assessment, questionnaire feedback on specific project activities, competency-based education follow-up of those trained in mainstreaming activities, and descriptive data.

The resulting selected outcomes of the five Pennsylvania Deans' Projects are arranged by topics and briefly described in the following pages. The outcomes described are process/product in nature.

Identification of the particular institution using the activity is noted in parentheses following the description of the activity. For further information, readers are encouraged to contact the appropriate project representatives as noted in Section Five of this booklet.

COMMUNITY EDUCATION

Community Awareness

The mainstream project has sponsored seminars on campus and conducted workshops within the community to inform parents and related service personnel of their role in the mainstreaming process.

Impact has been measured by the increased requests for further information from Duquesne University Mainstream Project.

(Duquesne University)

COMPETENCIES

Student Teaching Experience

The regular teacher candidate who has completed the Special Education Electives plus Seminars for a total of nine credits towards Mainstreaming Teacher Recognition, then elects to be supervised by a member of the Special Education faculty in a mainstreamed student teaching situation. She/he is required to develop and carry out three I.E.P.'s and to present Individualized Prescriptive packets for critique and evaluation. The supervisor discusses and assists these projects both in regular classroom visits and in Student Teaching Practicum.

(Lock Haven State College)

Student Teacher Competencies

Competencies were designed to develop skills of regular education student teachers for dealing with the mildly handicapped child in the regular classroom. These competencies involve skills for identifying the child in the regular classroom who differs significantly from his peers in areas such as academics, social-emotional maturity, and motor development and for developing specific objectives to enhance the child's learning environment. The competency sequence was developed from a decision model presented in a special education course entitled: "Early Identification of Handicapped Children."

Student Teacher Competencies - continued

Regular education student teachers who have taken this course have participated in field-tests of the competencies which were begun during the 1976-77 school year and are continuing through the 1977-78 school year.

(Pennsylvania State University)

COURSES

Dean's Elective Certification Modules

This training sequence consists of a one to three semester hour modularized elective course open to all teacher certification candidates in the School of Education. This mainstreaming-oriented course is designed to satisfy the Pennsylvania Department of Education General Standard VIII-A, which, in essence, says that all teachers shall have competencies to effectively deal with learners who have exceptional needs. It can be taken by Art, Elementary, Home Economics, Music, and Secondary Education majors. The course is team-taught by qualified professors and includes these one semester hour modules, which may be taken in total or by 1-hour modules:

(1) Reading Skills; (2) Mentally Gifted; (3) Mainstreaming Workshop

(Mansfield State College)

Mainstreaming Courses and Workshops (Undergraduate and Graduate)

The following courses are regularly offered at the pre-service level to develop mainstreaming teaching competencies for those in regular education teacher preparation:

(1) Introduction to Exceptional Children (3 S.H.)
(2) Exceptional Children in Regular Classes (3 S.H.)

These are elective courses available to regular education teachers in the Departments of Art, Elementary Education, Home Economics, Music, and Secondary Education. The second one is a new one developed as a result of the Dean's Project activities at the college. Also, these graduate courses are offered to develop mainstreaming teaching competencies for in-service regular education teachers and school administrators:

(1) Psychology of Exceptional Children (3 S.H.)
(2) Problems in Special Education: Mainstreaming Workshop (1 or 3 S.H.)

(Mansfield State College)

Mainstreaming Exceptional Children (Graduate Courses)

This course has been offered on two occasions during recent academic years and is designed to provide practical experiences for regular and special educators concerned with mainstreaming exceptional children. Most enrollees in the course are regular educators. The goals of the course are to:

(1) Provide a program for regular and special educators to develop competencies relating to the mainstreaming concept;

(2) Acquaint regular and special educators with materials and instructional strategies for servicing and teaching exceptional children in a mainstream setting.

The course can be offered at sites in the field provided that sufficient interest in expressed.

(Edinboro State College)

Breakdown of Course Offerings

Lock Haven State College has included courses and other opportunities for students in the areas of Early Childhood and Elementary Education to meet designated competencies in the field of Mainstreaming Education. The following breakdown indicates the range and variety of elective options open to non-Special Education Majors.

Mainstreaming Sequence:

Se 105	Introduction to Exceptional Children-Mainstreaming	3 s.h.
Se 314, Se 315 and Se 316	Mainstreaming Seminars	1-3 s.h.
Special Education Electives (See below)		3 s.h. min.
Student Teaching (Including experience with students with special needs)		

Any student completing the above sequence is eligible for Special Recognition in Mainstreaming.

Special Education Courses:

*Se 105	Introduction to Exceptional Children-Mainstreaming	3 s.h.
Se 206	Psychology of Mentally/Physically Handicapped	3 s.h.
Se 251	Classroom Techniques for Emotionally & Behaviorally Handicapped	3 s.h.
Se 252	The Physically Handicapped	3 s.h.
Se 313	Disadvantaged Children and Youth	3 s.h.
Se 332	Speech Problems - Elementary	3 s.h.
Se 340	The Gifted	3 s.h.
Se 350	Learning Disabilities	3 s.h.
Se 460	Physical Education & Recreation for the Handicapped	3 s.h.
Se 461	Workshop for Severely/Profoundly Handicapped	3 s.h.

*Required in the Mainstreaming sequence; it is also a prerequisite to the courses which follow.

(Lock Haven State College)

Mainstreaming Seminar

Hands-on experience is provided by this course as early as the second semester freshman year for the mainstreaming regular teacher candidates. The seminar is divided into three one-credit experiences. Early in the course, the student is assigned a mainstreaming pupil in one of the District Schools and learns to develop and use I.E.P.'s and evaluative and diagnostic techniques, and sound individual and small group methods. The student divides an hour a week into two half-hours, three twenty-minute or even four fifteen-minute sessions with his/her pupil and meets in seminar together with the other "seminarians" and the project coordinator. No text has been assigned, but may be selected if desired.

(Lock Haven State College)

Graduate Course in Education of the Exceptional Child

Course Title: Impact of PL 94-142 on Regular and Special Education
The purpose of this course was to examine the provisions of PL 94-142, Education for All Handicapped Children Act of 1975, and to draw out the various implications for regular and special educators. Furthermore, through extensive reading materials related to this law, the course attempted to identify procedures and strategies necessary to strengthen the regular education/special education partnership in order to meet the instructional and social needs of handicapped children mainstreamed into regular class settings.

(Pennsylvania State University)

Pre-Service: Graduate and Undergraduate Mainstream Seminar

Competencies for the pre-service educator to successfully implement Mainstreaming have been developed and incorporated into a "Mainstream Seminar." The Seminar has been offered eight (8) semesters to date, and includes practical work with children.

The pre-service educator is advised to participate in the Foundations of Special Education course and the Mainstreaming Seminar.

The Mainstream Seminar provides the pre-service educator with the opportunity to meet all of the competencies listed in this booklet, but suggests supplemental experiences for further competence.

Guest lecturers, highly qualified in a specific area of Mainstreaming, are often invited to participate in course presentations, field trips to "special" schools and mainstreaming "regular" schools are also part of the course content. A presentation on available materials and material adaptation is offered through the Western Pennsylvania Regional Resource Center in Gibsonia, PA.

Pre-Service: Graduate and Undergraduate Mainstream Seminar - continued

The Seminar is offered on an elective basis. Each School of Education certification program has been represented through student participation. Over the last 3 years, enrollment in the course and interest in mainstreaming have increased. The Project has become a resource to all School of Education students.

(Duquesne University)

DISSEMINATION

Dissemination of Information to Institutions of Higher Education For Teacher Preparation

Duquesne has become a Mainstreaming dissemination/resource center for other institutions of higher education. Included in this effort have been presentations to professional organizations, state and national conferences; newsletters and other publications; and consultant services to other schools of education attempting to meet the apparent demands of Public Law 94-142 upon higher education.

(Duquesne University)

Consortium Presentations

Representatives of the five Pennsylvania Deans' Projects have made joint presentations at two state-wide professional meetings. This type of activity will be continued through at least one more year to assist other institutions with their mainstreaming efforts.

(All)

IN-SERVICE

Internal Advisory Committee

At the outset of any mainstreaming teacher preparation proposal, it is advisable to set up a close community of people who will be involved. They should all be informed of the concept and plans, be given the opportunity for input and, in general, stay close to the project. Members of the committee may include the Dean of the School of Education, the Special Education Department Chairperson, all Special Education faculty (perhaps), key methods personnel, District and Intermediate Unit Superintendents or representatives, supervisors, administrators, psychologists, counselors, teachers, parents and representative School of Education students.

Internal Advisory Committee - continued

This group becomes the nucleus for tying in any and all factors of the program's development and expansion and should be called together with a general agenda of information, reports, questions and answers, caucus and input at least once each semester.

(Lock Haven State College)

Annual Administrators' Institute

These are two day annual workshops offered on campus or at field sites. They are for school administrators and supervisors and focus on roles, problems, and issues in implementing mainstreaming programs for exceptional learners. A brief outline of usual workshop activities and procedures includes:

(1) Review of PL 94-142 and Section 504 and implications for mainstreaming
(2) Discussion of professional roles and responsibilities
(3) Discussion of competencies needed in a mainstreaming program
(4) Participants engage in self-analysis in relation to the various competencies
(5) Discussion of how to bring about change in an orderly fashion
(6) Use of resource speakers such as outside administrators in Mainstream Programs (an elementary school principal and an assistant superintendent) who speak on common problems and how they can be resolved

Also included are case studies, hand-outs, and media presentations. Participants usually receive a stipend and tuition paid from the Dean's Mainstreaming grant and are granted one semester hour of graduate credit.

(Mansfield State College)

Mainstream Education for School Administrators (MESA) Workshop

Project Mainstream offers one-week workshops for school administrators. The primary objectives of the workshops are to develop competence in the following areas:

(1) The legal and humanitarian bases for mainstreaming
(2) The selection and use of materials and instructional strategies for teaching exceptional children
(3) The identification of exceptional children
(4) The delivery of services to exceptional children in a mainstreamed setting
(5) The writing of individualized educational programs

(Edinboro State College)

Learning Opportunities for Teachers (LOFT) Workshop

Project Mainstream in cooperation with Accommodative Instructional Systems of Austin, Texas has available a four day workshop offering for professional educators in both basic and higher education. Participants in the workshop are exposed to six different systems for managing instruction. Materials used in the workshop are titled "Learning Opportunities for Teachers." The overall purpose of using the materials is to broaden one's awareness with regard to becoming more accommodative to a broader area of ability levels in the classroom, a condition which is inherent in successful mainstream programs.

(Edinboro State College)

Inservice Course

Project Mainstream in cooperation with the Northwest Tri-County Intermediate Unit #5 offers an inservice course entitled, "Curriculum and Instructional Strategies for Mainstreaming." The course, approved for one inservice credit by the Pennsylvania Department of Education, emphasizes the bases for mainstreaming, the characteristics of exceptional children, the roles of resource people and the development of individualized education programs. The course is offered either on campus or at field sites.

(Edinboro State College)

Professional Development/Inservice Training

The mainstream project has presented several workshops for professional development of in-service school personnel. These were geared to individual needs of the audience, however, some of the topics offered included:

(1) Legislation and Mainstreaming
(2) Characteristics of Mentally and/or Physically Handicapped
(3) Individualized Instruction
(4) Individualized Educational Program (I.E.P.)
(5) Behavior Management
(6) The Role of Specific School Personnel in Reference to the Mainstreaming Process (such as the counselor, school psychologist, administrator, teacher, supervisor, aide, parent, etc.)

Local school districts continue to request these services.

(Duquesne University)

School of Education Faculty

The School of Education Faculty is comprised of twenty-four (24) professional personnel. The positive attitude toward mainstreaming is very encouraging.

School of Education Faculty - continued

Seventy-five percent of the faculty have participated in Faculty Development Workshops on Mainstreaming sponsored by the Dean's Project. The main focus of the initial workshops (1976-1977 fiscal year) was awareness and general information. The focus of the second series of workshops (1977-1978 fiscal year) was more specific to the individual need of each faculty.

The School of Education Faculty is presently incorporating the many competencies now provided in the Mainstream Seminar into their specific programs where appropriate.

A general plan for professional development is being followed and Faculty have been provided with appropriate Resource Materials, Workshops, Conferences and Consultants to help implement this plan. Faculty have attended Duquesne University's Dean's Project sponsored workshops, conferences, and other Institution's programs. Each faculty member is currently devising an individualized plan to meet his/her professional needs. The Project will continue to assist faculty in meeting those needs.

(Duquesne University)

MATERIALS DEVELOPMENT

Department Resource Files

Each teacher education department preparing and certifying teachers is encouraged to develop a departmental file of mainstreaming materials for use by interested faculty and students. Selected items for the resource files in the departments are provided by special funding and include some of those listed in Section Three of this booklet. Other items are developed and provided as a result of faculty effort and usually are keyed to mainstreaming methods in a particular discipline. One professor in the Home Economics Department developed a quite extensive file of materials as a project in conjunction with a graduate workshop taken on mainstreaming. The file includes such items as:

(1) PL 94-142 and I.E.P. Materials
(2) Curriculum/Methods Information on Specific Handicaps
(3) Selected Journal Articles
(4) Key Book Reports and Reference Lists
(5) Home Economics Instructional Materials Lists
(6) Research Summaries on Mainstreaming

(Edinboro State College)

Media and Publications on Mainstreaming

As a result of the Dean's Project, these media resources have been developed and made available to college pre-service courses and in-service workshops:

Media and Publications on Mainstreaming - continued

(1) "An Overview of Mainstreaming" (Slide set), 1976
(2) Video tapes on "Behavior Modification," "Fernald Method," and "Teaching LD Children."

Also, these publications were developed and are available:

(1) Mainstreaming USA, 1975
(2) Mainstreaming Methods Packet, 1976
(3) Manual of Instructional Strategies for Children with Learning Problems, 1976
(4) Mainstreaming Reading Kits, Revised 1976 (Attache case loan kit)

(Edinboro State College)

Mainstream Film

A thirty-minute color sound film is currently under development by Project Mainstream in conjunction with the Pennsylvania Department of Education. The purpose of the film is to show effective models for mainstreaming in order to broaden public awareness with respect to the manner in which mainstreaming can be effectively implemented. Projected completion of the film is January, 1979. The film will be distributed to all Intermediate Units within the state.

(Edinboro State College)

Information Kit for Teachers

An information kit was designed to assist the classroom teacher to understand, deal with, and implement the concept of mainstreaming. The kit has two components: a collection of books, pamphlets, and filmstrips dealing with the issues of mainstreaming and an annotated bibliography of the materials with an accompanying evaluation form to be filled out by the user.

(Pennsylvania State University)

PILOT MAINSTREAMING PROGRAMS

Experimental Mainstreaming Model

A model for Mainstreaming involvement was established at the Akeley Laboratory School. Undergraduate students in the Elementary program were directly involved as voluntary participants. In addition, selected exceptional children and six faculty members in the Akeley School, four faculty members in the Elementary Professional Semester and the project coordinator were involved. This pilot program set guidelines and established methods for the development and dissemination of the Project's aims and goals.

(Lock Haven State College)

Early Childhood Mainstreaming Option

The Departments of Elementary Education, Home Economics, and Special Education are cooperating with Intermediate Unit #17, BLaST, to provide a mainstreamed class of regular and handicapped pre-schoolers. The project includes interdisciplinary teacher training, advisory committee, mainstreaming/preschool methods, undergraduate and graduate course work, and parent programs. It permits mainstreaming program efforts at the earliest, most crucial time, the early childhood age range. Since it only was started in 1977-78, no firm evaluation data is available as yet. However, it is noted that for Fall, 1977 five handicapped pre-schoolers were successfully mainstreamed in the program and for Spring, 1978 four were successfully mainstreamed.

(Mansfield State College)

RESOURCE CENTERS

Mainstream Materials Center

Many of the materials listed in the References and Resources section of this booklet are available from the Project Mainstream Materials Center. Materials may be borrowed free of charge for a period not to exceed one month. To date approximately 200 preservice and inservice teachers have borrowed items from the center. A complete list of available materials is available by contacting the Mainstream Materials Center, 116 Miller Research-Learning Center.

(Edinboro State College)

Mainstream Materials Center

Work has begun on the development of a College-wide resource center on mainstreaming. Space has been allocated and materials are being assembled for easy access by faculty and students.

(Pennsylvania State University)

SURVEYS

Mainstream Opinionnaire Survey

An attitudinal study of 1,900 in-service teachers and administrators in northwestern Pennsylvania to a 10-item opinionnaire regarding mainstreaming is available from Project Mainstream. Findings indicate that the respondents favor mainstreaming as an educational reform, but feel ill-prepared at this point to effectively deal with exceptional children. Great interest is expressed in in-service education to improve abilities for teaching exceptional children in a regular class setting. A condensed version of the study is available in the April, 1978 edition of Phi Delta Kappan.

(Edinboro State College)

Follow-up Survey of Field-Test Student Teachers:

During the Winter and Spring terms of 1976-77, nineteen elementary education student teachers who had completed EEC 400 were asked to participate in a field test of the mainstreaming competencies developed for the practicum experience. Fifteen of the nineteen students responded to a survey sent out during the Winter of 1978. A summary of the survey revealed that (1) of the 12 who indicated they had job interviews, 6 indicated that the Mainstreaming Project was brought up in the interview, (2) 4 of 12 interviewed for a job felt that their participation in the project was a factor in being employed, and (3) 11 of the 15 total respondents indicated that participation in the project stimulated them to further explore mainstreaming and its implications. A series of questions concerning the respondents' assessment of their own competency in specific mainstreaming activities revealed that respondents who were teaching rated themselves an average of 4.0 on a 5 point scale. Those not teaching rated themselves on the same items an average of 3.4.

(Pennsylvania State University)

SECTION FIVE. Project Personnel

Provided below are the names of each of the five participating Pennsylvania Colleges/Universities, a brief project description, and the name of the Dean and/or person to write or call for further information.

1. DUQUESNE UNIVERSITY

Description: The major focus of the Mainstream Project included pre-service and in-service for regular education teachers, parents, school administrators, principals, and support personnel. University staff development has also been a fundamental objective.

Dean, School of Education: Dr. Jack L. Livingston

Contact Person: Constance L. Hunter
Coordinator, Mainstream Project
School of Education
Duquesne University
Pittsburgh, Pennsylvania
15219
Phone: 412/434-6097

2. EDINBORO STATE COLLEGE

Description: Project Mainstream was concerned with the development of competencies for regular education teachers and administrators to be able to effectively instruct exceptional children in normal classroom settings.

Dean, School of Education: Dr. Martin P. Farabaugh

Contact Person: Dr. James R. Flynn
Project Mainstream Coordinator
116 Miller Research-Learning Center
Edinboro State College
Edinboro, Pennsylvania
16444
Phone: 814/732-2925

3. LOCK HAVEN STATE COLLEGE

Description: The Mainstreaming Project was basically concerned with the preparation of regular elementary educators to teach handicapped children in the regular classroom. It was designed to deal with all aspects of the current trends for mainstreaming exceptional individuals.

Associate Dean of Teacher Education: Dr. Harvey N. Sterns

Contact Person: Mr. Mel Washington
Lock Haven State College
Lock Haven, Pennsylvania
17745
Phone: 717/748-5351

4. MANSFIELD STATE COLLEGE

Description: This Project was designed to develop mainstreaming skills for college academic leaders, teaching faculty, and pre-service/in-service teachers.

Dean, School of Education: Dr. Robert Swinsick

Contact Person: Dr. Richard Shick, Professor
Department of Special Education
Mansfield State College
Mansfield, Pennsylvania
16933
Phone: 717/662-4025

5. PENNSYLVANIA STATE UNIVERSITY

Description: Project focused on specialized preparation of pre-service regular education personnel to work effectively with handicapped children in regular classrooms. The goal was for students to gain direct experience with handicapped children during their term of student teaching and to demonstrate their skills in applying what they had learned during their previous course work.

Associate Dean for Graduate Study and Research: Dr. Harold E. Mitzel

Contact Person: Dr. Marjorie E. Ward
Assistant Professor
Division of Special Education
Penn State University
University Park, Pennsylvania
16802
Phone: 814/865-1622

APPENDIX A

The following individuals have served as members of the Pennsylvania Deans' Projects External Advisory Committee during the 1975-78 cycle.

Mrs. Alice Atwater, President
Centre County Chapter, PARC
450 East Irvin Avenue
State College, Pennsylvania 16801

Dr. John Bonfield, Superintendent
Warwick School District
301 West Orange Street
Lititz, Pennsylvania 17543

Dr. William Kautz, Chief
Division of Teacher Education
Bureau of Academic Programs
Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Mr. Robert Lent
Director of Special Education
Intermediate Unit #17
Lycoming County Courthouse
Williamsport, Pennsylvania 17701

Dr. Richard L. St. Clair
Assistant Superintendent
West Jefferson Hills Schools
Box 18019
Pleasant Hills
Pittsburgh, Pennsylvania 15236

Dr. Helen Wise, Member
Pennsylvania House of Representatives
1127 South Allen Street
State College, Pennsylvania 16801